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AUTHOR	Graper, Norm
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ABSTRACT

This brochure describes many of the outcomes, goals, and procedures established after six years of implementing the IGE program at Wilson Elementary School. The innovative operational organization for instructional improvement at Wilson is made up of five multiaged, team teaching units. Each of the five units has a unit leader, certified teachers, and instructional aides for 95 to 170 students. The report evaluates the four major components of Individually Guided Education used in the school: (1) multiunit organization, (2) instructional program model, (3) home/school communication, and (4) a network of IGE schools sharing common concerns. (Author/MLF)

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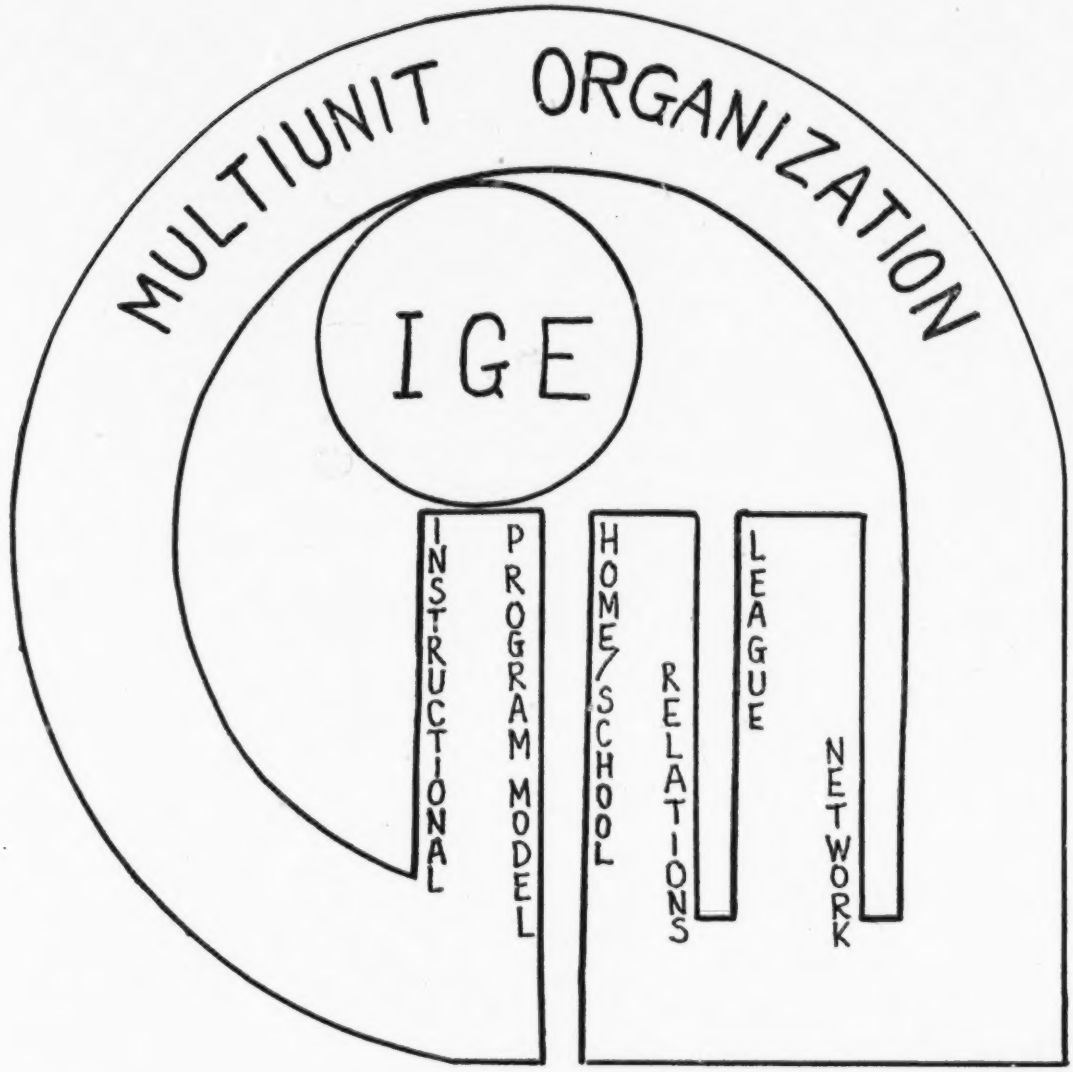

JANESVILLE, WISCONSIN

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INDIVIDUALLY GUIDED EDUCATION

IN A

MULTIUNIT ORGANIZATION

I.G.E.

This brochure includes many of the outcomes, goals and procedures established after six years of implementing the I.G.E. program at Wilson School.

Special credits for their support and ideas go to:

Janesville Board of Education
Mr. Fred Holt - Superintendent of Schools
Mr. Lewis Loofboro - Director of Elementary Education
The Wisconsin Department of Public Instruction
The University of Wisconsin Research and Development Center
Mr. John Hurley, Ms. Christie Randolph) Michigan State University
Mr. Louis Fisher, Mrs. Barbara Fisher) University of Massachusetts
The Wilson School Staff

Written by
Mr. Norm Graper - Wilson Principal
Edited and typed by
Mrs. Jean Anderson

TABLE OF CONTENTS

PAGE

Introduction. 1

Wilson's Multiunit Organization 2

Priority Guidelines for Establishing Instructional Units. 4

I.G.E. Program Model. 5

The School's Instructional Goals. 7

Performance Goals Established by the Principal. 7

Unit's Objectives for 1972-73 8

Generalized Teaching and Learning Styles. 11

Attributes Preference Inventory 12

Home/School Relations 13

Pre-Conference Note 14

The League Network. 15

Conclusion. 16

Ratings and test results

ALL IN THE FAMILY IS ALL RIGHT

"I.G.E. Practicality"

Just as in the television program "All In The Family", the I.G.E. (Individually Guided Education) systems approach brings about a supportive family network. The I.G.E. network enables educators to support each individual in their self-development efforts.

Four of the major Individually Guided Education components have a unique support effect in this systems approach to individualizing education. The four major components we will evaluate are (1) The Multiunit Organization, (2) The Instructional Program Model, (3) The Home/School Communication System, and (4) The League Network.

The multiunit organization is, in some ways, like Archie Bunker. It is the organizational (establishment) support system that represents the status quo and yet encourages each member of the family to be somewhat independent.

THE WILSON MULTIUNIT SCHOOL

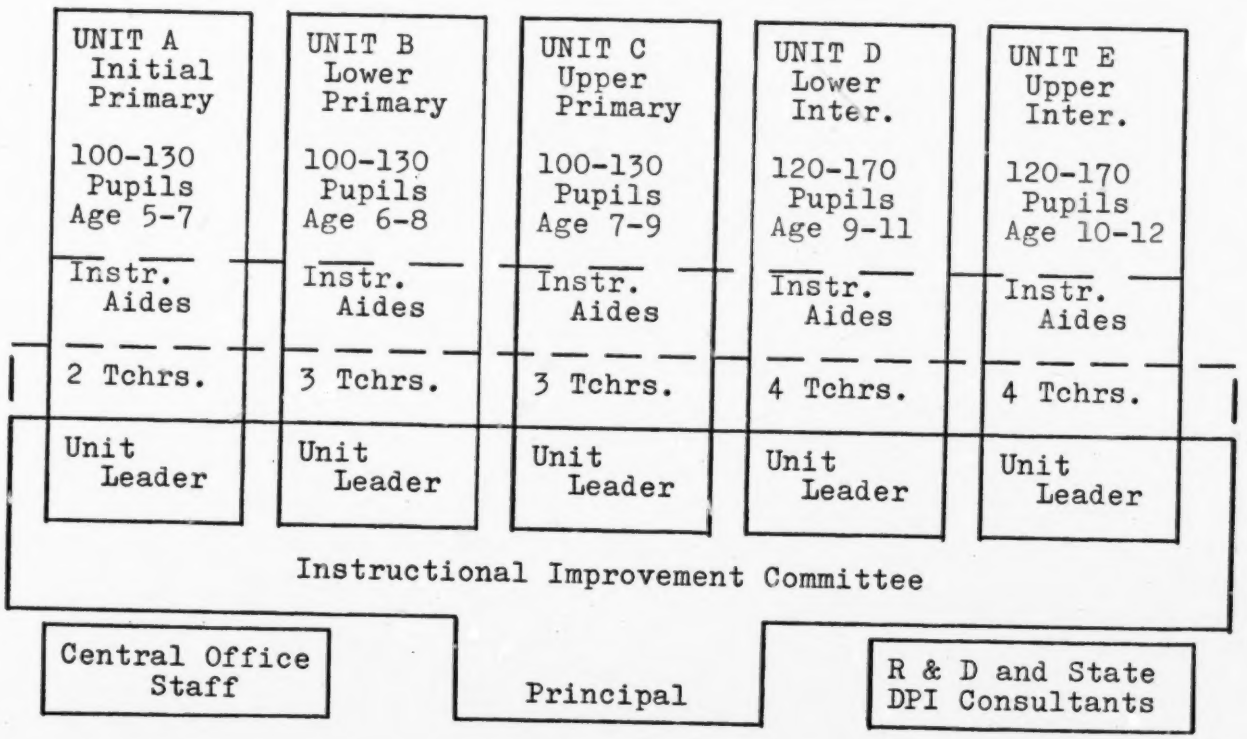
Janesville, Wisconsin

The Wilson Elementary School innovative operational organization for instructional improvement is made up of five multiaged, team teaching units. Each of the five units has a unit leader, certified teachers and instructional aides for 95 to 170 students.

The following specific management objectives form the bases for Wilson's Multiunit organization:

1. To provide a flexible framework to stimulate continuous pupil growth and development for students from five through twelve years of age.
2. To utilize a variety of staff competencies and flexible scheduling to bring about differentiated staff roles for the specialization necessary to individually guide education.
3. To establish a leadership structure to decentralize decision making and authority so that teachers are more involved in the instructional improvement program.
4. To utilize team interpersonal relationships to stimulate the growth and development of each staff member to demonstrate to the Wilson learners democratic problem-solving processes.
5. To utilize more effectively the staff, research and resources of our Central Office staff, Research and Development Center, and the Wisconsin Department of Public Instruction.
6. To utilize a variety of permanent and Ad Hoc teams to bring about higher level decisions and more effective implementation of these decisions.

WILSON'S MULTIUNIT ORGANIZATION FOR I.G.E.



MULTIUNIT ORGANIZATION

The multiunit organization brings about a support system that manages the tempo of change so that we have evolution instead of revolution. The organization actuates four levels of group decision making for greater staff involvement and effective implementation.

Most educators realize the values of team teaching and the use of paraprofessionals, but continually ask the question....Why have multiage instructional groups? The following six concepts have been our rationale for multiage groups at Wilson:

1. Multiage groups are more human than industrial because this is the way one lives in everyday life outside school.

2. Learners help learners so that the teacher has help in individualizing instruction and youth learn about social service.

3. The multiage group enables us to use a family constellation concept. The oldest child in a home family can find out what it is to be the youngest in a school family. The youngest child in the home family can be made to live as the older, responsible member of a school family.

4. The multiage instructional unit requires greater staff interdependency because of children's needs. This reinforces team teaching and positive interpersonal relationships.

5. Research points up the fact that the broader the achievement range in a group, the greater the achievement of all learners. This gives learners a broader comparative success base. This encourages a better self-image and more cooperation.

6. The multiage groups eliminate primitive grade specialization concepts that teachers traditionally held.

These six rationale plus five years in I.G.E. produced our Priority Guidelines For Establishing Instructional Units. When we use the principles of teacher equity and broad heterogenuity, our I.I.C. came up with the following ten guidelines:

THE WILSON MULTIUNIT SCHOOL

Janesville, Wisconsin

PRIORITY GUIDELINES FOR ESTABLISHING INSTRUCTIONAL UNITS

(Developed by Wilson's I.I.C. - May 1972)

Instructional units should be developed by looking at both staff and learners. Equity and heterogenuity form the broad conceptual framework for building family units.

1. Use the family constellation concept to build quality group interaction.
2. Communicate with parents about placement alternatives.
3. Each unit should have a three-year age span with more older than younger learners.
4. Each unit should have a broad learner achievement range.
5. Older learners with leadership ability should be placed in each unit.
6. Each unit should hold over approximately one-half to two-thirds of their learners.
7. Separate learners that don't react well with each other.
8. Recognize learners that require one-to-one relationships for learning and distribute them evenly between units.
9. Balance learners that need structure and permissiveness to learn effectively.
10. Balance learners that use different learning modes to arrive at learning success.

How would you arrange these ten guidelines in order of your priorities? Would you believe we start with number five, then go to number eight because of some miserable problems we had in our instructional units over the last five years. Sure hope these guidelines help because they represent five years of learning by mistakes.

More could be said about the multiunit organization--but, the main purpose of the multiunit organization is to bring about cooperative, creative problem solving in an open environment. You can write your own "All In the Family" T.V. script and tackle any educational problem and social force with a high degree of success in the multiunit organization.

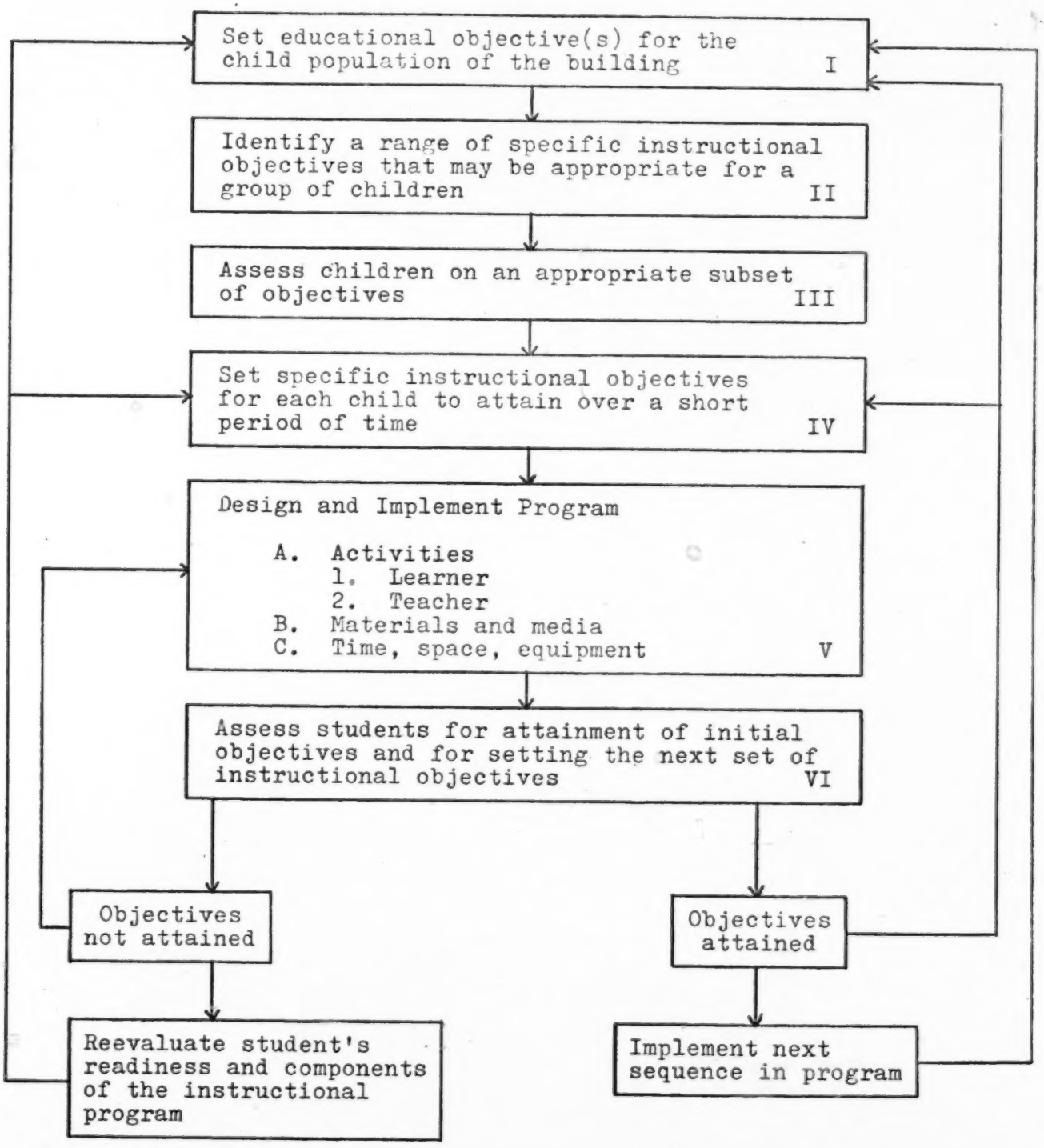
I.G.E. PROGRAM MODEL

Mike in "All In the Family" could represent the I.G.E. Instructional Program Model. This part of the I.G.E. supportive system brings about teacher and learner accountability for constructive goal setting instead of defensive mechanisms.

The I.G.E. Instructional Program Model gives people like the Meathead a strategy to deal with issues and problems. We as educators need to establish goals and objectives so that we can measure our productivity. We need to design and implement an instructional program that recognizes individual differences. As we continually evaluate the learner and our effectiveness in the light of meaningful goals and objectives, we will bring about a quality education for each individual.

From the following I.G.E. Program Model, we have developed goals and objectives we use for self-evaluation:

INSTRUCTIONAL PROGRAMMING MODEL IN I.G.E.


Set educational objective(s) for the child population of the building I
Identify a range of specific instructional objectives that may be appropriate for a group of children II
Assess children on an appropriate subset of objectives III
Set specific instructional objectives for each child to attain over a short period of time IV
Design and Implement Program
A. Activities
1. Learner
2. Teacher
B. Materials and media
C. Time, space, equipment V
Assess students for attainment of initial objectives and for setting the next set of instructional objectives VI
Objectives not attained
Objectives attained
Reevaluate student's readiness and components of the instructional program
Implement next sequence in program

THE WILSON MULTIUNIT SCHOOL

INSTRUCTIONAL GOALS

February 1972

1. The learner develops a positive self-image by having successes every day.

2. The learner becomes self-directed through self-evaluation and self-selection.

3. The learner uses accurate and reliable communication skills to structure his reality and maintain good human relations.

4. The learner solves problems by examining alternatives and making wise choices in relationship to himself and society.

5. The learner uses interdisciplinary principles to cope with life.

WILSON ELEMENTARY SCHOOL'S PERFORMANCE OBJECTIVES

Established by Principal -- Norm Graper
for the 1972-73 School Year

I.G.E. Learner's Performance Objectives

Each learner develops a positive self-image by having the following daily experiences:

The learner's feelings are accepted.
The learner grows at his or her own rate.
The learner has a voice in making decisions that affect him or her.
The learner has positive life experiences.

Each learner will demonstrate growth in reading commensurate with his or her apparent ability as measured by the Gates-MacGinitie tests given in the fall and spring and the spring Metropolitan tests.

Each learner will demonstrate growth in mathematics commensurate with his or her apparent ability as measured by the spring Metropolitan Achievement tests, Holt's Placement tests, and the Developing Mathematical Processes tests.

Each learner will spend more time during each week in the areas of spelling and mathematics computation.

PERFORMANCE OBJECTIVES (continued)

Multiunit Management Objectives

1. The I.I.C. will meet weekly to develop priority guidelines and strategies to implement Individually Guided Education concepts.

2. The staff will develop research products with the Wisconsin Research and Development Center in the areas of math, pre-reading skills, study skills, and individually guided motivation throughout the school year.

3. Each staff member will utilize the 1972-73 reading goals that have been established for our Janesville learners.

4. Staff development will be brought about by having each staff member attending at least one small group inservice program conducted by Central Office consultants in the areas of reading, AAAS, art, music, physical education and learning centers during the school year.

5. The staff will bring about better home/school communication by individualizing conferences, by using parent talents in our school's programs, by contacting parents when a child has problems initially, and by having each teacher and the principal send home a minimum of five commendations during the year.

UNITS' OBJECTIVES FOR 1972-73

Unit A - Initial Primary

1. We will use information from the Gates-MacGinitie Readiness tests given in May 1972, pre-reading results of 1971-72, and Ginn 360 assessment material to place children in instructional reading groups early in the fall.

2. We will pre-test to establish more workable math and science groups using small groups and apparent achievement during the first month of school.

3. We will continue to use parents as resource people during the school year.

4. We will broaden the use of student models in the pre-reading and physical education programs during the school year.

Unit B - Lower Primary

1. During the year, study skills for children as outlined

UNITS' OBJECTIVES--Unit B (continued)

in the Wisconsin Design for Reading Skill Development will be integrated in the curriculum as follows: Maps, graphs and tables into developmental math processes, social studies and science. Reference skills will be introduced by I.M.C. directors and reinforced by teachers during the communications block of time.

2. Children with deficiencies in motor skills will spend more time each week receiving special help, outside of the regular physical education programs, for their individual needs.

3. Learners will spend more time each week in a math and science lab on math computation and individual science exploration.

4. Students will have weekly opportunities to participate in teacher/student goal setting conferences for improvement of pro-social behavior.

Unit C - Upper Primary

1. During the school year, we will provide for more parental and class participation via telephone, conferences, notes, newsletters, and through parental volunteer work.

2. We will have children able to state reasons and objectives of lesson for any class they are in or interests they are pursuing.

3. We will continue doing research on the R. & D. Center's Developing Mathematics program and providing more daily math computation activities.

4. We will use more long range planning during the school year to define learning projects and tasks for better evaluation procedures.

5. We will use more accurate record keeping and detailed individual reading programs during daily communications program.

Unit D - Lower Intermediate

1. We will give more weekly individual opportunities to those who are interested in pursuing fine arts (music and art) further in their learning processes.

2. We will individualize more in AAA Science by completing the priority experiments in Levels C and D during the school year.

UNITS' OBJECTIVES--Unit D (continued)

3. The unit will research D.M.P. (Developing Mathematical Processes), levels 6 and 7, during the school year. We will continue the word attack and study skills program and use additional materials to give more practical application in content areas.

4. We will expand the child's ability to set goals by using more conferences during the school year.

5. As soon as we spot a problem, we will contact the parents immediately so they become aware of the child's problem.

Unit E - Upper Intermediate

1. The learners will participate in at least five experiences with outside resource people or places during the 1972-73 school year.

2. The learner will demonstrate ability in spelling commensurate with his ability as measured by the Metropolitan tests given in the spring.

3. Within one month of the opening of school, all children will be placed in unit and science groupings according to skill deficiencies as determined by the study skills testing done in the spring of 1972.

4. The unit staff will develop a strategy during the first semester to incorporate the present Janesville social studies structure into a more relevant, flexible and individualized program.

5. The unit will devise a strategy during the first month by which a child will be given recognition for accomplished work.

In the design and implementation component of the I.G.E. Instructional Program Model, we have tried to look more closely at each learner. Knowing the individual's value system and basic learning style helps us match him with an appropriate homeroom teacher in each unit. We also know how to structure the learning environment and activities. The following are the Generalized Learning and Teaching Styles we use at Wilson:

GENERALIZED TEACHING STYLES

1. Task Oriented
   "Teacher Centered"
2. Child Centered _____
   "Emerging for Children's Interests"
3. Cooperative Planner _____
   "Integrates Teacher-Child"
4. Subject Centered _____
   "Academic Subject Oriented"
5. Learning Centered _____
   "Process-Autonomy"
6. Emotional Involvement _____
   "Interpersonally Related"
7. Dispassionate _____
   "Emotionally Neutral" _____

GENERALIZED LEARNING STYLES

1. Incremental Learner
   "Brick Layer" - "Blockbuilder"
2. Intuitive Learner _____
   "Leaps to Broad Generalizations" _____
3. Sensory Specialist
   "One Sense Predominant"
   Usually - (Auditory-Kinesthetic-Visual) _____
4. Sensory Generalist
   "Multi Sensory Oriented" _____
5. Emotionally Involved Learner
   "Interpersonal Relationship
   Needed - Argues" _____
6. Emotionally Neutral
   "Approach Matter-of-Fact Method" _____
7. Eclectic Learner
   "Alternates Learning Methods" _____

We also use the following Attribute Preference Inventory to help each individual know what kind of value system they seem to have. Some individuals need a high degree of structure for self-development while others want more of an open, loose structure.

ATTRIBUTES PREFERENCE INVENTORY*

Instructions: After reading completely through the qualities or characteristics of children, as listed below, assign number "1" to the quality or attribute which you believe would be the most desirable quality in this list for a _____ year-old child. Then assign "2" to the second most important, and so on until you have assigned a number to all ten of these listed qualities. You may, of course, change your mind or correct any assigned numbers as you go along. Please assign a number to each of these ten attributes, even if you find it quite difficult to make some choices.

BOY		GIRL
A._____	responsible and trustworthy	_____A.
B._____	neat and clean	_____B.
C._____	curious	_____C.
D._____	interacts well with others	_____D.
E._____	considerate and cooperative	_____E.
F._____	assertive and self-reliant	_____F.
G._____	able to make friends	_____G.
H._____	respectful toward adults	_____H.
I._____	fun-loving and carefree	_____I.
J._____	imaginative and creative	_____J.

Your Name: _____

*John R. Hurley and Christie C. Randolph
Michigan State University

7/25/72

We build our instructional units and hire personnel that give us a variety of value systems. If you have five highly unstructured people working together, you would have tremendous brainstorming power, but very often work would not be completed. If you have all structured people together, you would lack creativity and imagination. Why don't you try the Attribute Preference Inventory? (p 12) Find the sums of CFJ and BEH. If your low score comes out CFJ, you are more open and permissive.

If your low score is BEH, you are more structured and should be great getting basic skills accomplished. If your score in either area is below nine, we find you need to be careful about your biases.

These are but a few ideas you might consider as you individualize learning. Just consider these a few alternatives that your school families might look at to bring about a spirit of inquiry and cooperation.

HOME/SCHOOL RELATIONS

Just as Edith brings old Archie up short, so does our community. We always need to consider the social forces and available tax dollars. It seems like we have to strategize a better way to work with parents. The following are the five guidelines we've developed:

1. Communicate instead of report.

2. Personalize and individualize conferences.

3. Bring about more parent involvement in the school by using occupational skills and in Ad Hoc committees.

4. Small group interaction within units is better than large group P.T.A. meetings.

5. Encourage children to communicate with parents. The children will write home to parents a minimum of four times a year.

A child who goes home happy and has a good self-image is our best communication agent.

Take a look at the pre-conference note we use! (p 14) This helps us understand what parents want to know about their child instead of us guessing. We communicate with parents about what the parent thinks is important. By the way, we don't use a report card during the conference because it forces us to report instead of communicate.

WILSON ELEMENTARY SCHOOL

Pre-Conference Note

Dear _____:

Your parent-teacher conference is scheduled for Date_____ at_____ at Wilson School. This appointment is to exchange information about _____. Your child is welcome to attend the conference. Please check five areas that you are particularly interested in at this time.

___ Work habits
___ Growth as a group member
___ Reading
___ Writing
___ Speech and hearing
___ Spelling
___ School citizenship
___ Social Studies
___ Science
___ Mathematics
___ Art
___ Music
___ Physical Education
___ Standardized test results

Please add others _____

Return this request at least a couple of days before the conference. If you are unable to attend at the time above, please indicate other convenient dates and times.

_____
(Parent's signature)

Thanks for your cooperation. Teacher _____

(Detach here)

REMINDER: Conference to exchange information about _____ on _____ at _____. Due to the conferences, your child will not have school on _____ A.M. P.M.

We will be brought up short many times by community forces, but we are trying to develop strategies to bring about communication. Oh yes, please quit spending your time on trying to build a better report card. Use your time to communicate with parents. Remember that conferences, the telephone, and having children communicate will do more to bring about a spirit of cooperation instead of one of competition and failure.

THE LEAGUE NETWORK

Gloria pairs with everyone in the family. She gives them a support system when they have the greatest need. She is the arbitrator and mediator for family conflicts and problems.

The league, a network of I.G.E. schools, get together to form a HUB support system. At league meetings, league representatives from different schools get together to share common concerns.

At the first HUB meeting, an agenda is set up for the year with member I.G.E. school problem priorities forming the bases for future meetings. The league our school belongs to is dealing with the following issues during this school year:

1. Operating and scheduling more effective five to seven year-old instructional units.

2. Bringing about problem-solving success in I.G.E. schools.

3. Evaluating and editing continuums in reading and math.

4. Mainstreaming E.M.R. students in a multiunit school.

The league gives its members a sense of confidence because they meet with other people having similar problems. The alternatives that each member school gives plus the empathy shared is of great continuing value. One might say that "Glorias" are needed in any family to keep one's self-image up. This gives us courage to meet life's problems in a positive, coping manner instead of defensively.

IN CONCLUSION

A "McKilligin-Hackett" Rating

In a "poll" completed this summer, George McKilligin and Jack Hackett arrived at the following conclusions--Janesville's "All In the Family" I.G.E. systems approach is indeed ALL RIGHT!

Some statistical data is presented to illustrate the value of I.G.E. in terms of children's achievement and financial implications. It supports to some degree the I.G.E. systems approach to individualizing learning in our Janesville public schools.

Four elementary schools in Janesville were selected for the comparative study. Two multiunit schools with three years of I.G.E. experience were compared with two transitional schools that were comparable socially and economically. Children that would be traditionally classified at the second and sixth grade levels were chosen because of the three-year I.G.E. experience concept used in selecting schools.

The "poll" seems to indicate that children in the two multi-unit schools are achieving higher mean test scores than children in similar transitional schools at the instructional levels compared, except in the area of spelling at the sixth grade level. The following table is included so that you may draw your own conclusions about the study itself.

1971-1972

Metropolitan Achievement	Three-Year Multiunit Schools Mean %		Transitional Multiunit Schools Mean %	
	Second Grade	Sixth Grade	Second Grade	Sixth Grade
Mean IQ	102	103	106	102
Word Knowledge	+14% 61	+5% 52	-14% 47	-5% 47
Word Analysis	+6% 62		-6% 56	
Reading	+10% 52	+4% 56	-10% 42	-4% 52
Total Reading	+11% 59	+5% 56	-11% 48	-5% 51
Language		+2% 46		-2% 44
Spelling	+6% 48	-2% 50	-6% 42	+2% 52
Math Computation	+2% 35	+7% 45	-2% 33	-7% 38
Math Concepts	+10% 50	+8% 52	-10% 40	-8% 44
Math Problem Solving	+4% 40	+8% 58	-4% 36	-8% 50
Total Math	+10% 46	+11% 55	-10% 36	-11% 46
Science		+2% 45		-2% 43
Social Studies		+1% 53		-1% 52

I.G.E. "RATINGS"

Wilson Multiunit School

Janesville, Wisconsin

August 1966.....April 1972

Only as each unique individual thinks he can influence the things that happen to him does he really try to grow and develop.

I. Multiunit School Attributes

- A. Team teaching
- B. Multiage grouping
- C. Differentiated staff roles
- D. Nongraded, continuous progress
- E. Participating management system

II. General Evaluation

A. Learners

1. Better self-image
2. Better at basic academic skills
3. Better at setting goals
4. More self-directed
5. Less vandalism
6. All children "walk together"

B. Teachers

1. More competent at assessing individual learners
2. Greater acceptance and desire to work with all children
3. Greater job satisfaction and self-fulfillment
4. Greater spirit of cooperation
5. More able to match teacher-learner

C. Parents

1. Greater participation of parents in school
2. More informal, open communication between school and parents
3. General reactions seem positive
4. Letters from parents who have moved are positive

III. Metropolitan Achievement Scores

A. Average learner in math scores a half-year higher

B. Average learner in reading scores a half-year higher

LET'S CONSIDER AN I.G.E. ALTERNATIVE--ALL RIGHT!!